

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is intended to present the review of the theoretical framework and the researches related to the study matter, they are: teaching English for young learners, characteristics of young learners, characteristics of teacher in teaching young learners, teaching technique and kind of techniques for EYL students.

2.1 Teaching English for Young Learners

According to Brown (2007), teaching is presenting and serving someone to learn how to do something, giving knowledge, guiding in learning something, in which the purpose is to understand. The point is student will learn something new about anything including a language.

Teaching English into young learner is not easy like teaching English to adult learner. According to Cameron (2002), it is completely different. Teachers have to show more potential for giving the basic knowledge to the young learner. Teaching into young learner must give an extra attention for caring in learning process. It is not simple like what researcher thought; the teacher must have sense of patient, creative, humor, high of spirit, and become such a mother of the young learner. Cameron (2003) argues that the continuing growth of teaching English to young learners brings a number of challenges. So the teacher should have known the students of young learner's characteristics. English has spelling, language structure, stress or intonation and vocabulary. Those young learner's teachers have to use simple and clear

language. The aim of that learning process is the students are able to understand and memorize the subject.

2.2 Characteristics of Young Learners

Young learners have their own special characteristics. Teacher should know the characteristics of young learners when teach them because they have different way from adult in learning something. According to Scoot and Ytreberg (2002) state there are some characteristics of what they can do at their own level as follows:

Five to seven years old

1. They can talk about what they are doing.
2. They can tell you about what they have done or heard.
3. They can plan activities.
4. They can argue for something and tell you why they think what they think.
5. They can use logical reasoning.
6. They can use their vivid imaginations.
7. They can use a wide range of intonation patterns in their mother tongue.
8. They can understand direct human interaction.

Eight to ten years old.

1. Their basic concepts are formed. They have very decided views of the world.
2. They can tell the differences between fact and fiction.
3. They ask question all the time.

4. They rely on the spoken word as well as the physical world to convey and understand meaning.
5. They are able to make some decisions about their own learning.
6. They have definite views about what they like and don't like.
7. They have a developed sense of fairness about what happens in the classroom.
8. They are able to work with others and learn from others.

Those are the characteristics of young learners that the teacher should know before interacting directly with young learners. As a teacher, teaching without knowing the characteristics of young learners can make the teaching and learning process difficult. That is why the teacher must know what are the characteristics of young learners. In this case, the third-grade students are categorized into eight to ten years old characteristics of age.

2.3 Characteristics of Teacher in Teaching Young Learners

In teaching young learners and adult learners, the teacher has a considerable role. He or she needs to consider many things. As stated above, the teacher must consider young learners' characteristics and also has to be a part of them. There are some characteristics of the teacher of young learners (Sabilah as quoted in Mardin 2009):

1. Loving children

Loving children is an essential characteristics of young learners teacher because without loving children the teacher will face a big problem in the way teaching young learners.

2. Having excellent oral fluency

Pronunciation is one of the fundamental aspects in speaking.

3. Knowing child psychology

Children psychology is actually simple to understand. Most of children like playing and fun.

4. Thinking like a child

Sometimes the teacher needs to understand how to think like children and act like children.

5. Mastering various teaching techniques

Various techniques are another key for the teacher in teaching young learners. We know that young learners have a short attention and they are easy to get bored. To reduce that situation, various techniques are needed.

6. Being animated, lively and enthusiastic

Considering young learners characteristics, the teacher must have a good appearance. By being animated, lively, and enthusiastic, young learners can be stimulated to have some characteristics.

7. Having sense of humor

Based on the basic principle of teaching young learners, doing something fun is always suggested.

8. Mastering non-verbal language

Non-verbal language is needed in teaching English to young learners. Besides mother language, non-verbal language will be a good translator in transferring the new vocabulary to young learners.

9. Being patient

Young learners have a lot of characteristics. Sometimes children are rude and very noisy. To minimize this situation, it needs an extra effort. That is why the teacher must be more patient.

10. Being a special person

A special person means a person who can master all of the characteristics above. A person who knows how to manage the classroom atmosphere, understand young learners, be patience, etc.

The teacher has a key role in young learners' successful. As EFL teacher design and implement a variety of learning activities that meet the students' need and interests and which are appropriate to their development levels, teacher must have those characteristics in order to help the teaching and learning process well.

2.4 Teaching Technique

Teaching technique is very important in order to give a better understanding to students. A creative teacher has to improve student's performance to get a better result in teaching. One of the aspects in improving teacher teaching performance is teaching technique. According to Richard (2001:19), a technique is the teacher's way to teach in a classroom which includes particular trick or strategy to reach the learning objective. In other words, it can be also stated that a technique is something that actually takes place in language teaching or learning in the classroom. According Wardana (2014) the English teacher's techniques used in teaching English are Lecture, question-answer, pronunciation drill, song and using demonstration

technique. From the explanation above, it can be concluded that teaching technique is one of the important aspect in teaching. A better result in teaching can be achieved by paying attention to the techniques used in teaching.

2.5 Kind of technique for EYL student

Teaching especially English for young learners has different way with teaching speaking for adults or adolescents. They have very different needs, interests, and abilities. In help students develop communicative effeciency in speaking, there are so many techniques or activities in teaching speaking for young learners that can be applied (Halimi : 2010) :

1. Story Telling

Children naturally enjoy listening to or telling stories. Besides the enjoyment they provide, stories can help children to develop their language skills. Teachers cam read from storybooks or retell or create stories, all of which enrich the interactive language environtment in the classroom. Storytelling is an important tool for teaching English. Stories engage the student's imaginations and hold their interest. Especially if there are pictures to go with story.

2. Role play and Drama

Role play and drama activities are rare in convententional language classrooms. Drama is the art of acting, or putting on play. Drama is a general term embracing a variety of techniques that allow the individual to adopt a character and act out a story. Role play is a

drama technique that involves adopting a specific role such as car mechanic or shop assistant. The individual engaged in role play does the things that a person carrying out that role would do. They may dress as that person and use real or replica objects familiar to that person.

3. Songs and Rhymes

Singing and reciting rhymes are activities that children of all ages enjoy because naturally love to repeat songs and rhymes over and over again. Children can quickly learn jingles and songs from radio and television. Some songs and rhymes do not use standard grammar and can be quite confusing for beginners. However, if well chosen, songs and rhymes can be valuable source of grammar reinforcement. Songs can also help to enhance listening skills provide students with practice in listening to various forms of intonation and rhythm.

4. Using games

Children love games. Playing fun and interesting games can promote and maintain children's motivation and interest in learning English. Playing games is an important and natural part of growing and learning. Children like playing games, and they can learn a lot from them. The language of games is useful and meaningful. When children are laughing, smiling, surprised, etc, the content of a game is obviously meaningful to them.

5. Using arts and crafts

Children learn effortlessly when they are doing things that they enjoy. Most children love to draw and make thing. Including activities that involve arts and crafts. Teachers do not need any special skills or talent to use arts and crafts activities in the classroom. If the activities is chosen carefully, it will help to teach the language target and will not take too much time. The activities can also be done as ongoing projects over several lessons.

